

## THEORIES OF CAREER DEVELOPMENT

IDS 275-01 (.50) Theories of Career Development  
Tuesdays 2:30p-4:00p Fall 2012 Smullin 117

### **Goals:**

This course has a dual purpose: to engage students in four prominent career theories and one learning theory; and to give you the experience of applying those theories to your own situation as a personal case study. We therefore have two goal categories for the course:

#### *Content Goals:*

- To introduce you to the four most widely distributed theories of career development (Trait-Factor, Personality, Social Learning, and Developmental);
- To evaluate the quality of career assessments emerging from each theory;
- To reflect on the concepts you learn in the course using a structured analysis format from the experiential learning theory of David Kolb.

#### *Methodological Goals:*

- To help you learn how to identify a learning gap and find ways to fill that gap;
- To help you learn to identify career development and psychological issues that people need to resolve in order to make career progress;
- To help you learn to use multiple electronic and human resources to begin answering a career development question utilizing a personalized learning outcomes contract;
- To help you improve your own decision-making and career development progress/maturity by using yourself as a case-study charting your past behavior and developing possible future career scenarios.

### **Course Format:**

The course will follow a combination of lecture and seminar format. Each week there will be a presentation on a career development topic followed by discussions, case studies, videos, career inventories, test interpretations, speakers and panels, and reflections in large and small groups.

**We expect you to actively participate in class discussions and activities.** You and your classmates are the subjects for case studies and reflections on the validity of theories and practices. It is critical to be prepared for each class period by completing the reading and assigned activities due each week.

### **Course Materials:**

Course readings are drawn from primary sources, journal articles, popular literature, and book chapters. We will also be using WISE as a web-based course management tool. All

of the course readings and assignments will be disseminated through the course WISE site.

### **Course Requirements and Grading:**

Since this is a Credit/No Credit course, students are required to do all assignments in order to receive a “Credit” on their transcripts.

Course assignments will include the following:

- **Quizzes:** For each topic you to read about, you will also be expected to fill out and submit electronically on WISE (before class on the day for which the reading is assigned) a quiz (available on WISE site). Quizzes are based on the assigned reading from the resource: Kingsley, April. theories of career development (*Unpublished manual for Theories of Career Development course – will be available on WISE*). Quizzes are open book. The main requirement is that you read and understand the underpinnings of the career theories and how they are applied in the real world by answering the quiz questions. **25 points each = 100 points**
- **Book Review:** Johnny Bunko - **100 points**
  - A. provide a one to two page summary of the reading.
  - B. Summary should include:
    1. list and define the 6 principles of the book.
    2. Identify the strengths and/or weaknesses, and evaluate whether the author’s purpose was met. Analysis comments: suggestions, writing, concept consistency, style, arguments made, assumptions?
    3. Describe one or two key learnings or take-aways you obtained from the reading.
- **Learning Outcomes Contract:** each student will meet with the professor by week 2 of the course to develop a learning contract. The learning contract form is attached to this syllabus below. Please determine which learning activities you wish to pursue. You are also encouraged to brainstorm with the professor if you would like to pursue different activities than are listed. **200 points**
- **Final Case Study:** Each student will write a ~6 page case study using themselves as the subject. You will write about 2 pages per section. The report should include:
  - Section 1:** Please address how Trait-Factor, Personality (Holland), and Developmental theories apply to the student in your case study (you). Where are they (you) in the schemas/paradigms of these theories? How do the Johnny Bunko principles apply to this person? ~1 page
  - Section 2:** Discuss the results of the career tests completed in My Profile in the Career Roadmap (from CareerBeam) and in-class assessments, and how those might clarify the subject’s next career move. List the student’s Personality style, Interests, Values, Skills, etc., and how might these variables

make a difference in their career decision-making, career choices, jobs, grad schools, etc.? Based on the results of these tests/inventories, what would be a good goal? 2 pages

**Section 3:** Analyze what was learned using the learning contract assignments. Discuss how the activities provided information through experience, discussions, reading, etc. that helps in the next career step. ~1-2 pages

**Section 4:** Describe the next steps (at least 3 or 4 ) that the subject should take to make further progress in their career development. Include an optimal timeline for taking those steps. Explain how the student's liberal arts degree did or will contribute to their career. ~1 page **300 points**

**Each student will do a 5-minute presentation of their personal case study. You simply give a verbal report of the results in the 4 sections above. This is due the last two class sessions.**

- **Career Roadmap assignments.** Each assignment = 75pts **300 points**
- **Participating in discussion:** We expect you to participate in class discussions, but speaking is not the only valuable way to participate in a discussion. Valuable contributions include (but are not limited to): *active listening* (body language, note taking, focused attention); *responding* thoughtfully to questions posed by others; *asking questions* to help clarify what another student's comments or to raise additional interesting and relevant issues; and *posting thoughtful questions/responses to the blog* before and/or after the classroom discussion.
- **Class Presentation at end of semester** **75 points**

**Total 1,000 points**

For overall grading, these components will contribute the following amounts. You must complete all points as well as the contract activities to earn a passing grade.

**Academic Accommodation:**

Any student eligible for and desiring academic accommodation due to a disability should provide documentation to Disability Services located in the Bishop Wellness Center within the first two weeks of the semester.

Students with disabilities should check in with the Disability Services Office in Bishop Wellness Center as early as possible.

Students requesting accommodations due to a qualified disability must register with the Disability Office in Bishop Wellness Center.

**Course Agenda**

Date	Topics	Assignments due – all Dropbox assignments are due on the Monday before class by midnight
<p><i>Week 1</i></p>	<p><b><i>Introduction to Theories of Career Development</i></b></p> <ul style="list-style-type: none"> <li>• Syllabus overview</li> <li>• Schedule professor meetings</li> <li>• Everyone registers with Career Beam, JobCat, Vault library, LinkedIn, and Compass</li> <li>• Discussion on motivation and psychology of decision-making</li> <li>• Class activity – course expectations, personal intro.</li> </ul>	<p>Register with Optimal Resume, JobCat, and Career Beam through the Career Center website.</p> <p><b>Required:</b> go to the <b>Career Roadmap - My Credentials</b>, website and follow the instructions for step 1 and step 2 to Optimal Resume to create and/or update your resume <a href="http://goo.gl/kfhtH">http://goo.gl/kfhtH</a></p> <p>Process:</p> <ol style="list-style-type: none"> <li><b>1. Watch the two resume videos</b> in Optimal Resume home page.</li> <li><b>2. Complete the tutorial and work through sample resume template appropriate for you.</b> Optimal Resume is an exceptionally good program and improves virtually any resume that uses the guidelines.</li> <li><b>3. Submit your resume</b> as a WORD draft in the WISE dropbox. Your professor will have your resume reviewed by our staff and the results will be returned to you.</li> </ol> <p style="text-align: right;"><b>Resume = 50 points</b></p> <p>Be sure you are registered in WISE for IDS 275 <b>(ALL course assignments are to be submitted for credit through the WISE dropbox)</b></p>
<p><i>Week 2</i></p>	<p><b><i>Introduction to Personal Marketing Theories, the growth of the digital resumes/portfolios, and Social Networking practices in career development planning</i></b></p>	<p><b>Required:</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Go to “<b>My Profile</b>” then complete all 3 steps listed on the web page. <a href="http://goo.gl/SQgUg">http://goo.gl/SQgUg</a></li> <li><b>2.</b> Copy the results of your Quick Profile in a Word Document to the WISE dropbox. <b>Quick Profile Results = 25 points</b></li> <li><b>3.</b> Visit the “What can I do with this Major” site, <a href="http://goo.gl/jtjbo">http://goo.gl/jtjbo</a> and list or paste into a Word document some of the majors you think might be a good fit for you, even if you already have chosen a major (re-format it if you need to so that it’s readable), <b>then submit it in the WISE dropbox</b> (put your name on it) <b>What Can I Do With This Major=25points</b></li> </ol> <p><b>Copmplete My Profile Summary</b></p>

		<a href="http://goo.gl/Fcxuv">http://goo.gl/Fcxuv</a> = 25 points
<b>Week 3</b>	<p><b><i>Introduction to Theories of Career Development</i></b></p> <ul style="list-style-type: none"> <li>• Syllabus assignments</li> <li>• Schedule professor meetings</li> <li>• Everyone registers with Career Beam, JobCat, LinkedIn, and Compass</li> <li>• Activity: The Holland RIASEC Hexagon and skills activity</li> </ul> <p>Discussion on motivation and psychology of decision-making</p>	<p>Submit in the WISE dropbox a Book Review of: The adventures of Johnny Bunko, by Daniel Pink. There are copies in the bookstore</p> <p><b>Required:</b></p> <ol style="list-style-type: none"> <li><b>1. Turn in Book Review</b> – see assignment description and submit in the Dropbox <b>Book Review = 100 points</b></li> <li><b>2. Submit a rough draft of your Learning Outcomes Contract and submit in the Dropbox</b> whether or not you have met with the professor. If you are unsure of what to include in the contract, go ahead and write in activities that look appealing and the professor will work with you to adjust them as needed at your individual meeting.</li> </ol>
<b>Week 4</b>	<p><b><i>Trait Factor Approach to Career Development</i></b></p> <ul style="list-style-type: none"> <li>• Go over quiz and discussion questions in assigned reading</li> <li>• Lecture on Frank Parsons, John Holland, and Richard Bolles</li> <li>• Discussion on results of Career Beam interest inventory</li> </ul> <p>Introduce O-net resources on careers and SIC job codes</p>	<p><b>Required Readings</b> Trait Factor Theory</p> <ol style="list-style-type: none"> <li>1. Complete <b>quiz #1</b> and submit to WISE dropbox <b>Quiz = 25 points</b></li> <li>2. Go to The Career Roadmap and complete the activities in <b>My Qualifications</b> <a href="http://goo.gl/IF0m0">http://goo.gl/IF0m0</a> Complete Step1 and Step2 and submit My Qualifications <b>Summary Page</b> <b>My Qualifications = 75 points</b></li> <li>3. Meet with professor to develop learning outcomes contract during the week</li> </ol>
<b>Week 5</b>	<p><b><i>Personality Theories of Career Development</i></b></p> <ul style="list-style-type: none"> <li>• Go over quiz and discussion questions in assigned reading</li> <li>• Lecture/PowerPoint on Ann Roe, MBTI and others</li> <li>• Discussion on results of Career Beam personality inventory</li> </ul> <p>Class activity – personality style and decision-making</p>	<p><b>Required</b></p> <ol style="list-style-type: none"> <li>1. Readings: Personality Theory</li> <li>2. Complete quiz #2 on personality theory, then submit it in a Word document in WISE <b>Quiz 2 = 25 points</b></li> <li>3. Meet with professor for learning contract</li> </ol>
<b>Week 6</b>	<p><b><i>Developmental models of Career Development</i></b></p> <ul style="list-style-type: none"> <li>• Go over quiz and discussion question in assigned readings</li> <li>• Lecture: Ginsburg, Ginsberd, Axelrod</li> </ul>	<p><b>Required</b></p> <ol style="list-style-type: none"> <li>1. Readings: Developmental Models.</li> <li>2. Complete quiz #3 and submit to dropbox in WISE <b>Quiz 3 = 25 points</b></li> </ol>

	<p>and Herma;. Miller-Tiedeman; Donald Super.</p> <ul style="list-style-type: none"> <li>• Discussion on results of Tiedeman model of decision-making</li> <li>• Activity/discussion – small group interaction on developmental model.</li> </ul>	<p>3. Go to The Career Roadmap and complete all three steps in <b>My Brand</b>.  <a href="http://goo.gl/he7WM">http://goo.gl/he7WM</a></p> <p>4. Turn in the 1 page response to the informational Interview  <a href="http://goo.gl/58TSb">http://goo.gl/58TSb</a> (It's on your learning outcomes contract as a requirement)  <b>My Brand Response Summary = 75 points</b></p>
<b>Week 7</b>	<p><b><i>Social Learning Theory of Career Development</i></b></p> <ul style="list-style-type: none"> <li>• Go over quiz and discussion questions in assigned reading</li> <li>• Lecture/Powerpoint on John Krumboltz</li> <li>• Discussion on Enneagram results</li> </ul> <p>Activity; environmental factors such as values and economy on career development</p> <p><b><i>Behavioral Interviewing – theory and current practice in industry</i></b></p>	<p>RequiredReadings: Social Learning Theory</p> <p><b>Required</b></p> <p>1. Complete quiz #4 on WISE</p> <p style="text-align: right;"><b>Quiz 4 =25 points</b></p>
<b>Week 8</b>	<p><b><i>Learning Theory, David Kolb, and Lewin/Schein on change</i></b></p> <ul style="list-style-type: none"> <li>• Lecture: Experiential Learning model</li> <li>• Lecture: Kurt Lewin's model of change</li> <li>• Activity – lifeline change diagrams and Eulogy Activity</li> </ul>	<p>1. Optional; readings on David Kolb and experiential learning and Lewin-Schein change model</p> <p><b>Required:</b></p> <p>You should be nearly done with Learning Outcomes Contract assignments. Please check deadlines and contact the professor if anything has changed.</p>
<b>Week 9</b>	<p><b><i>Recent changes in career development paradigms in the US. Responding to world views of the future</i></b></p> <ul style="list-style-type: none"> <li>• Student presentations/discussions about case study and future plans</li> <li>• Questions/gaps in information for future decisions.</li> </ul>	<p><b>Required:</b></p> <p>Case study presentation: Each student will give a 5 minute verbal presentation of their case study. It needs to include one minute for each of the following:</p> <ol style="list-style-type: none"> <li>1. information on testing results,</li> <li>2. career and graduate school options,</li> <li>3. future plans, and</li> <li>4. discuss most important things learned in the class.</li> <li>5. Q-A from classmates.</li> </ol> <p style="text-align: right;"><b>Presentation = 25 points</b></p>
<b>Week 10</b>	<p><b><i>Course synthesis discussion</i></b></p> <ul style="list-style-type: none"> <li>• Student presentations/discussions about case study and future plans</li> <li>• Questions/gaps in information for future decisions.</li> </ul>	<p><b>Required</b></p> <p><b>1. Final Paper due =</b></p> <p style="text-align: right;"><b>300 points</b></p> <p>Finish any case study presentations that did not occur last week</p>
<b>Week11</b>	<b><i>All assignments completed and graded</i></b>	<b>Required</b>

		<p>All Contract assignments must be completed and submitted to professor in WISE.</p> <p><b>Learning Outcomes Contract = 200 points</b></p>
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**Required Texts**

Kingsley, April. **theories of career development.**

*Unpublished manual for Theories of Career Development course – will be available on WISE.*

Pink, Daniel H. **the adventures of Johnny bunko**, the last career guide you’ll ever need (a Manga book). Riverhead books, Penguin Group. 2008 N.Y.

**Optional Texts**

Lyden, Mark. College students: **do this! Get hired!** <http://dothisgethired.com/> (order through the website or Amazon.com). This is a very pithy and concise book on best practices to finding a job. Costs only ~\$10 and is a worthwhile investment if you are in the job searcy

Brown, Duane and Brooks, Linda. Career choice and development: applying contemporary theories to practice. Jossey-Bass (check availability online ordering)

Martin, Donald C. **Roadmap for graduate study**: a guide for prospective graduate students. Copyright, Donald Martin. (Available in the Bookstore). This is the best resource I have ever seen on applying for grad school. Well worth the ~\$10 price (we have some in the Career Center). It will save you much time, energy and heartache if you follow the guidelines.

**Recommended/Additional supplemental reading TBD**

**Worksheet for brainstorming what you want to learn in this class (optional) This is to help you think about your career interests, but will not be turned in.**

*Goals I would like to achieve related to this class* (the issue or question you will explore)

1. Academic
2. Communication
3. Leadership
4. Career
5. Academic Integration
6. Other

Areas in which I want to build more experience/strength	List possible activities that might help you build more experience and/or strength (methodology)
1	1
2	2
3	3
4	4
5	5
6	6

**Sample Learning Outcomes Contract** Name: *Blitz Bearcat* Professor: *Dr. Houser*

This is only a sample of the most popular assignments students select	Date Due	Points
<p>This is a SAMPLE worksheet to give you ideas of what students typically choose for their personal learning outcomes contract. You will likely select a handful of activities from this list that are important to you personally.  <b>You agree to complete the tasks below within the deadlines specified in order to earn credit.</b></p>		<p><i>Number of points given by professor</i></p>
<p><b>1 Informational Interview: <i>REQUIRED</i></b> I will meet with at least one person (e.g. alumnus) who has experience in the field I am interested in and conduct a 1-hour informational interview. (Please follow Informational Interview guidelines in the syllabus to determine the meeting arrangements and ask at least 10 questions). write a 1-page reflection journal</p>	Sept. 6	20
<p><b>2 Attend career event _____</b> (e.g. Alumni Networking) and complete a 1-page reflection journal on the meeting</p>	Sept. 16	20
<p><b>3 Meet with a Willamette career counselor</b> and discuss the results of career tests on personality, skills, interests, values, and goals and how this internship applies to long-term career decisions. Turn in copy of counseling notes/steps to take</p>	Sept. 22	20
<p><b>4 Meet with professor once or twice during the semester or per arrangement/agreement to discuss major, grad school, ...</b> Turn in journal of response and next steps</p>	Oct. 1	15 - 30
<p><b>5 Literature review:</b> Read two journal articles and additional reading, write a 1-2 page summary about a career topic</p>	Nov. 2	15
<p><b>7 Attend Big Life Plan retreat with Lilly Project office</b> – complete a reflection journal on the event</p>	Nov. 3	10 - 20
<p><b>8 Attend a career panel info session (e.g. Careers in Economics)</b> sponsored by Econ dept. Write 1 page reflection journal</p>	Nov 9	30
<p><b>9 Attend First Avenue Career Fair, (Spring Semester only) speak to 5 Law School reps.</b> Write 1 page reflection journal</p>	Sept 15	15
<p><b>11 Meet with an admissions counselor at Willamette School of Law (or Education, or MBA, or other school)</b> Ask questions about admissions, long-term career options, etc. Turn in answers to 5 of the most important questions you asked.</p>	Oct 10	30
<p><b>12 Interview for a job.</b> Write a 1 page reflection journal about what went well and what you will change for next time. Turn in answers based on the STAR method to 5 questions you anticipated being asked before the interview.</p>	Sept 30	30
<p><b>13 Do a “job shadowing” experience</b> with an person in a job you find interesting as a possible career choice</p>	Sept 25	15
<p><b>14 Internship credit:</b></p>		
<p><b>15 Other</b> – suggest activities that help you achieve your desired learning outcomes for this internship. Talk to your professor. Look for possible career events to attend and propose them in the contract.</p>	Sept 25	20
<p><b>**Note:</b> The above assignments are typically what students choose from when building their Learning Outcomes Contract. However, I encourage original ideas and suggestions. The idea here is to give you the freedom to choose the outside class activities that will help you meet your needs rather than assigning everyone the same activities.</p>		
		<p><b>total points</b>                      (activities should total 100 points)</p>

Assignments	Date Due	Points
<p><i>You agree to complete the tasks below within the deadlines specified in order to earn credit. Type in your ideas, assign dates, and then you and I will look it over and agree on a final learning contract.</i></p>		<p><i>Number of points or amount of credit this assignment is given by professor</i></p>
<p><b>1 Informational Interview: (required of all students)</b> I will meet with at least one person (e.g. alumnus) who has experience in the field I am interested in and conduct a 1-hour informational interview. (Please follow Informational Interview guidelines in the syllabus to determine the meeting arrangements and ask at least 10 questions). write a 1-page reflection journal. This is outlined in the Career Roadmap under My Brand <a href="http://goo.gl/he7WM">http://goo.gl/he7WM</a></p>		<p><b>Total Points (100)</b></p>

## ***Contract Assignment Descriptions:***

### **Informational Interviewing**

(You will complete at least one of these for your learning contract)

#### **Informational Interviewing**

##### **What is an informational interview?**

It's an informal meeting between you and someone who has a job or experience you might want some day. The best way to learn about a career is to talk to someone who's doing it – or better yet, someone who hires people to do it. The meeting may be person-to-person (always the best) or by phone, but the same process applies to both.

##### **How do I find people to informational interview?**

It's actually pretty easy...just ask around. Here's what you ask:

“Do you know someone who has a job in \_\_\_\_\_?” You fill in the blank, whether it's medicine, race car design, investment banking, education, law, intellectual property, green energy, etc. All you need to find is a name, phone and/or email address.

Contact the Alumni Association – they have a database of alumni (The Compass) working in every imaginable field. You just contact the alumnus and ask to meet with them by phone, in person, via email, etc. Alumni love talking to current students, giving them advice, answering questions, and forwarding resumes.

Also, talk to friends, faculty, staff, coaches, family, roommates, etc. Virtually anyone you happen to know has a lot of contacts.

##### **What if I'm shy?**

If you are nervous about meeting someone individually, then ask a friend to go with you. You both are interested in learning more about careers, so why not go in pairs? People are happy to have two people visit or talk on the phone.

##### **How do I prepare?**

You MUST prepare for the informational interview! It doesn't take a long time, maybe an hour or so. Here's the checklist:

\_\_Read about the general field. Start with CareerBeam – you just register with your Willamette ID and can access everything and even download articles and booklets for free.

<http://willamette.edu/dept/careers/vcc/careerbeam/index.html>

\_\_Read about the specific organization. That's usually accomplished by a Google search on the company name or going to publications such as the Hoover guide, CareerBeam (mentioned above), Optimal Resume (see Career Center website), the Chamber of commerce, or reading news articles.



\_\_Make a list of at least 10 questions you want answered that are important to you. You want to ask thoughtful open-ended questions about the person's career, company, job, future, etc. This is their chance to give you good advice.

Typical questions you might want to ask:

- Tell me about your typical work day. Number of hours, amount of work you take home, etc
- What problems/issues do you solve for the company?
- How are you evaluated?
- What training opportunities are there?
- How do you advance if you want to?
- If you were me entering the field, what advice do you have?
- Who does and does not succeed in this kind of job?
- If you could do it all over again, what would you do differently?
- What do you like most about the job?
- What do you like least about the job? Anything drive you crazy?
- What are the most important skills needed in this job/industry?
- What's the percentage of required people interaction (committees, phone calls, emails, etc.) vs. working alone?
- What does the future hold in this career area?
- How does the economy affect this career?
- What's the best way to get a job in the field or your company?
- Where can I live, how much travel is required, relocation policy?
- Do you know what the salary range might be at entry-level or the next level? (however, NEVER ask the person what salary THEY are making)
- As a new employee, what would I do to earn the Employee of the Year award?
- WHO ELSE DO YOU KNOW THAT I MIGHT TALK TO FURTHER?

The last question is very important. The person you just talked to has several additional contacts. Get those contact names and phone/email addresses. Then let the new contact know that you were referred by the mutual contact. Something like this:

“Dear Ms. Smith, Berry Catt suggested that I talk to you. I'm a Willamette student and thinking about a career in \_\_\_\_\_ (fill in the blank). Berry said that you have expertise in this area and might be willing to give me some advice about my own future career. Would it be possible to schedule a convenient meeting time for you (phone or in-person...in-person is always best) so that I can ask you some questions about your own career?”

One word about contacts: There are hot, warm, and cold contacts. Hot contacts are ones you know directly as an associate, friend, colleague, family member, etc. Warm contacts are people that are referred to you by hot contacts, or people you meet once at events, classes, etc. Cold contacts are secondary referrals or names you get from lists, web sites, etc. Obviously, the warmer the contact the more luck you will have working with them. Start with your hot contacts first and then work your way to colder contacts. It will be more successful.



## The Actual Informational Interview



This is just a conversation between two people. It's sort of like talking to a faculty member during office hours. Introduce yourself and thank them for spending some time with you. Tell them how you became interested in the career area – maybe it's a story about an inspiring faculty member you had, or a project you worked on, or a hobby you have. It's often good to spend a couple minutes engaged in informal conversation. Then tell them you wrote down a few questions you want to ask them. Then ask your questions.

Watch your time. If they agreed to 30 minutes, then try to stay only 30 minutes. You can tell them when the 30 minutes are up. They might say it's OK to talk a little longer, but be sensitive to their time. At the end, ask them for their business card, and give them your card. You do have a business card, don't you? If not, you can get a hundred made at the PAW Print Center special student price (503) 370-6881. The Career Center can make 10 for a one-time use for free.

**Location, location...** it's always best to visit with your contact in person, preferably at the location in which they work. That way you get a feel for the environment. Face-to-face encounters build trust and the interviewee is much more willing to help you out with the next phase of your process. Phone interviews are OK, but not as good as physically visiting your contact. Obviously, if the contact is far away, phone interviews are the only option. Email is not a good way to do an informational interview. It takes too much time, puts a burden on your contact, and is impersonal. At least make a phone call for an informational interview.



## How to Dress

If you are meeting someone in person, dress business casual or better (slacks, dress shoes, long-sleeve button shirt/blouse – and remember to iron your clothes – we recommend polyester-cotton blends, wrinkle free, which you will need to have sooner or later for actual job interviews anyway). If you are visiting their workplace, bring a blazer or jacket with you – you can wear it or drape it over your arm if the place is informal. It shows respect, they take you more seriously, and you won't embarrass them by walking around their job site in flip flops and a Hawaiian shirt. Bring a comb in your pocket and stop in the restroom to look yourself over before the session.

## Follow Up

After you leave or hang up, jot notes down immediately. What did you learn? What else do you need to know? What impressions did you have? What do you think about your career direction now?



Then, send them a Thank-You card. This is very important! You should send an immediate email, but a card is the right thing to do, and you must follow up right away. It is rude not to. Your thank you reminds them of the nice conversation and they will feel good to know they contributed to your career decision.

Now you are ready for another informational interview.

## One Last Word

Informational Interviews are for information only – not to get a job. People are glad to give you career advice. But *if you are really looking for a job*, tell them so up front. It's OK to tell them you got their name as a referral, or from the Alumni Association, etc., and are interested in a job or internship. Ask them if they would be willing to give you advice about applying to their company, or forward your resume to others who they might know. That works fine. Just don't tell them you only want advice, then half-way through the conversation you tell them you really want a job. It will make you seem dishonest.

Informational interviews are for collecting information, advice and career direction only. You may want to re-connect some weeks later with the person you talked to during an informational interview and explain you are now hoping to get experience and do they have any recommendations about job search. But you do that after several weeks, not right away. Keep the two types of connections separate (informational interviews vs. help with your job search).

**Good Luck.** Informational interviews are quite enjoyable. You learn a lot, the other person has a chance to be helpful, and it is motivating to hear other's stories about their career successes and challenges.

For questions, contact the Willamette Career Center 503.370-6413.



## Reflection Journal Writing

Journaling is an important step in synthesizing academic and personal growth. The following four sections, based on David Kolb's model of experiential learning, provide a framework to discuss learning content. Use the following outline headings for your journals and reports.

### SECTION 1: CONCRETE EXPERIENCE

Tell the story of what you **did** (what **behaviors** and **actions** you took) using terms such as the following:

I met	I said	I tried
I attended	I taught	I traced
I saw	I listed	I recorded
I drafted	I felt _____ and reacted by	I calculated
I designed	I coordinated	I promoted
I purchased	I modified	I programmed
I forecasted	I convinced	I reviewed
I collected	I avoided	I studied

Your

response: \_\_\_\_\_

### SECTION 2: REFLECTION/OBSERVATION

Explain what you **learned** from what you did using terms such as:

I learned that	I discerned	I distinguished
I detected	I perceived	I wondered about
I noticed	I viewed	I spotted
I found that	I discovered	I grasped
I imagined	I heeded	I neglected to see
I observed	I acknowledge	I recognized

Your

response: \_\_\_\_\_

### SECTION 3: ACADEMIC CONCEPTS

What do you **understand** from what you learned including theories, principles, general concepts, models, systems, insights? Describe the concepts you explored using terms such as:

It is logical that	Another metaphor is	Research indicates
It is apparent that	It is similar to	An analysis explains that
The concept of	Experts agree that	This idea means that
The principle of	Authorities speculate	A synthesis of this data
This model is	Prior explanations include	Dr. X (author) indicates that
This parallels	This is integrated into	Separating this issue from

Your response: \_\_\_\_\_

**SECTION 4: FUTURE APPLICATION**

This section explores how you can **use, transfer and apply** what you learned to the future. How can you apply this? Describe how you can act differently in other situations using terms such as:

New approaches would be	An improvement would be	Logical steps include
Applying this concept is	A slightly similar way to	Another way to analyze
A different plan would be	Next time I will	Expected new outcomes are
Practicing this includes	The new situation would	A combined approach is
A better way of doing this is	A new way of thinking is to	I would us Dr. X's way of
This could be applied in	There are a variety of ways	New feelings would occur if

Your response: \_\_\_\_\_

**General Comments:**

Please share your ideas on things that might have made your experience better. What else would you like to know or do to improve the experience?

Comments: \_\_\_\_\_

**Please enter your comments, save this document, and send a copy to your professor.**

## Sample Journal Entry

### **Concrete Experience** (*italicized words indicate behaviors and actions*)

Last week *I attended* the manager's staff meeting. It started early in the morning on Saturday April 2, so I *set my alarm* early to be sure I got there. When I arrived *I made* a name tag, got coffee and *sat down*. I sat with my supervisor and the department secretary. *We talked* a little, then the meeting started. There was a formal agenda which we closely followed. The VP ran the meeting and kept track of allotted time. The format was to introduce an item, discuss it, then decide who had action items and deadlines. The secretary *served* as the "gatekeeper." It was pretty comfortable. I did not like it when another manager had to *sell an idea* or convince the group to do something based on an appeal to emotions. I always prefer *taking* a "rational" approach.

### **Observations/Reflections** (*italicized words indicate what you learned*)

*I noticed* that the VP liked to dominate the conversation. *It bothered me* because *I tend to* be shy about expressing my opinion when others are dominating all the floor time. *I found that* even though things got done, it was not a free discussion. *I noticed* I have difficulty starting up a conversation with a stranger. *I wonder* why I do that. *I hate it* when people start discussing things that are off-target, so the fact that we stuck to the agenda was comfortable for me. *I neglected* to see that others sometimes need to process information in a circular way, and trying to keep them "on track" makes them frustrated so they end up talking even more. As an administrator *I observed* that I am very task focused. *I began to grasp* how communication can be a problem when the boss needs to get group consensus on an idea or project but doesn't allow much discussion.

### **Generalizations and Principles** (*italicized words indicate concepts, theories, models, systems*)

It is helpful to understand communication styles when evaluating quality interactions<sup>1</sup> (*hint: you should use 1-2 citations in this section for a 1 – 2 page journal*). This familiar *four-quadrant matrix* is used to analyze communication styles, and illustrates the dynamics in the internship office. The VP was the Entrepreneur, the two managers are Producers, the secretary is the Administrator and there were no Integrators. Communication styles affect *the nature of* conflicts. Administrator styles tend to want to be organized, timely, procedural, and business-like. The Entrepreneurs and Integrators often conflict with Administrators. They are loose and change directions constantly which frustrate task-driven administrator types. Although *the research* on these styles is not strong, there certainly is *face-validity*. Understanding styles has been used effectively in team-building. Work assignments and tasks can be adapted based on style and interest.

### **Future Application** (*italicized words indicate how you will use, apply, transfer your learning*)

As a result of attending this meeting and analyzing communication skills, I will try to *implement* a new approach to meeting management in my student organization. Using my Administrator style, *I will organize* our agendas differently and assign different people to run parts of the meeting based on their particular style. *I will suggest* we start our next meeting with a 5-minute opening problem solving exercise such as SWOT analysis or brainstorming to clarify each other's issues and identify possible antagonism early on. *In my next* meeting experience *I will evaluate* each member's style and then try to make suggestions for assignments and tasks based on my analysis.

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<sup>1</sup> Johnson, J. Communication for Managers. Harvard Business Review. Vol 48. pp. 10 [johnson@hbr.com](mailto:johnson@hbr.com)

## **Assignment Description for Literature/Article Review Paper**

If you select readings as one of the assignments for credit, please follow the review outline below:

- For an article up to 10 pages, provide a one or two paragraph summary of the reading
- For a book or longer article – up to 25 pages or more, provide a one-page summary of the reading.

Each summary should include:

1. key content elements,
2. the strengths and/or weaknesses, and evaluation – was the author’s purpose met? What are the strength/weakness of article, analysis of the reading, suggestions, writing, concept consistency, style, argument?
3. Describe one or two key learnings or take-aways you obtained from the reading.

## **FACULTY BIOGRAPHY:**

Dr. Houser is the Associate Dean/Director of the Willamette University Career Center. He has served 30 years in various teaching, management and counseling positions at colleges and universities including Caltech, the University of Southern California, Azusa Pacific University, and Mount St. Mary's College.



Some of the positions he served in include Associate Professor, Curriculum Specialist, Director of Career Services, Director of the Volunteer Center, Area Coordinator and Program Coordinator for Residential and Greek Life, Head Resident, and Assistant Director for Alumni Programs Career Services. His professional experience also includes speaking and consultation for several companies and organizations and teaching courses for the last twenty five years in Psychology, Leadership Studies, Applied Management, and Counseling at various four-year Universities.

He has taught Master's level Leadership courses in Africa, Asia, the South Pacific, the Caribbean, Central America, Europe, and South America. He has written articles, developed multi-media presentations, and delivered numerous workshops, seminars, and presentations on topics including career development, management, education administration, and leadership. He has worked with hundreds of organizations who recruit college students for jobs and internships.

He holds a credential in Engineering Management from Caltech, a Bachelor of Arts (B.A.) in Psychology and Religion with a minor in Sociology and a Master's of Arts Degree (M.A.) in Social Science from Azusa Pacific University, a Master's of Business Administration (M.B.A.) from the University of Redlands, and a Doctor of Philosophy Degree (Ph.D.) in Counseling/Educational Psychology/Public Administration from the University of Southern California.

### **Jerry Houser, PhD**

Director Career Services/Associate Dean

#### **Contact Info:**

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